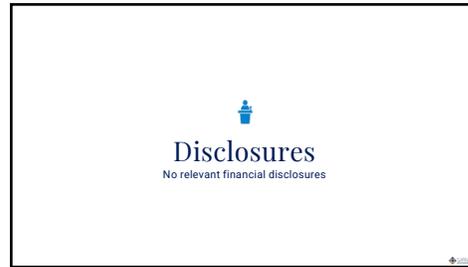
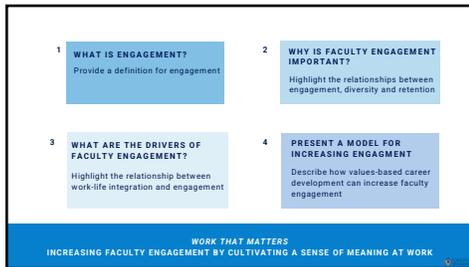


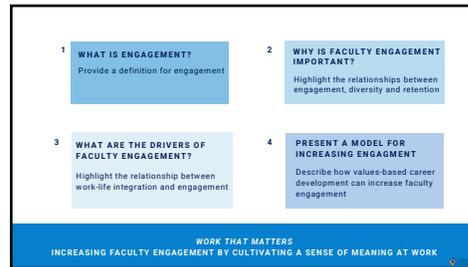
1



2



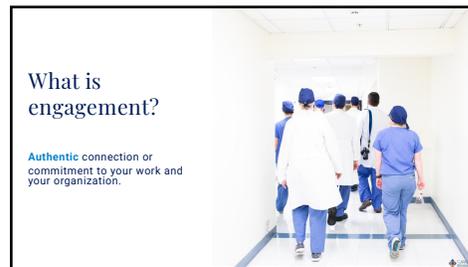
3



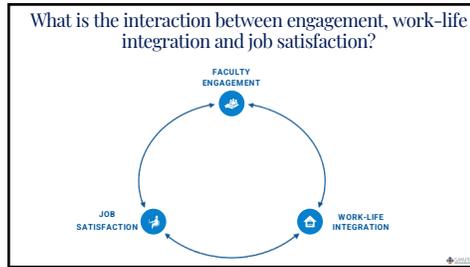
4



5



6



7



8

3 out of 5
PHYSICIANS ARE DISENGAGED

First 3-5 yrs
LOWEST LEVEL OF ENGAGEMENT

- "BATTERED"
- "PRESSURED"
- "MISUNDERSTOOD"
- "ISOLATED"

9

From enthusiastic student to disengaged physician

10

| | |
|---|--|
| <p>1 WHAT IS ENGAGEMENT?</p> <p>Provide a definition for engagement</p> | <p>2 WHY IS FACULTY ENGAGEMENT IMPORTANT?</p> <p>Highlight the relationships between engagement, diversity and retention</p> |
| <p>3 WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT?</p> <p>Highlight the relationship between work-life integration and engagement</p> | <p>4 PRESENT A MODEL FOR INCREASING ENGAGEMENT</p> <p>Describe how values-based career development can increase faculty engagement</p> |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

11

| | |
|---|--|
| <p>1 WHAT IS ENGAGEMENT?</p> <p>Provide a definition for engagement</p> | <p>2 WHY IS FACULTY ENGAGEMENT IMPORTANT?</p> <p>Highlight the relationships between engagement, diversity and retention</p> |
| <p>3 WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT?</p> <p>Highlight the relationship between work-life integration and engagement</p> | <p>4 PRESENT A MODEL FOR INCREASING ENGAGEMENT</p> <p>Describe how values-based career development can increase faculty engagement</p> |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

12



13



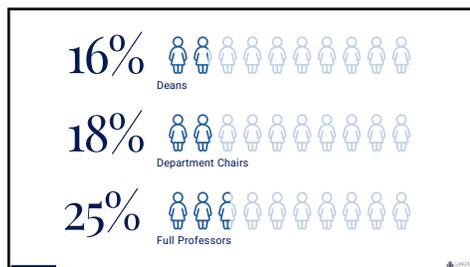
14



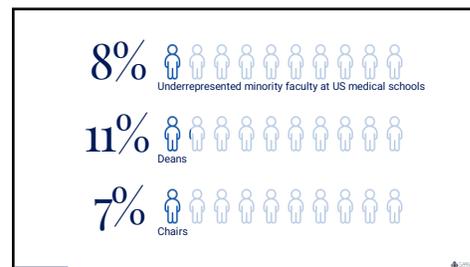
15



16



17



18

| | | | |
|---|---|---|--|
| 1 | WHAT IS ENGAGEMENT? Provide a definition for engagement | 2 | WHY IS FACULTY ENGAGEMENT IMPORTANT? Highlight the relationships between engagement, diversity and retention |
| 3 | WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT? Highlight the relationship between work-life integration and engagement | 4 | PRESENT A MODEL FOR INCREASING ENGAGEMENT Describe how values-based career development can increase faculty engagement |

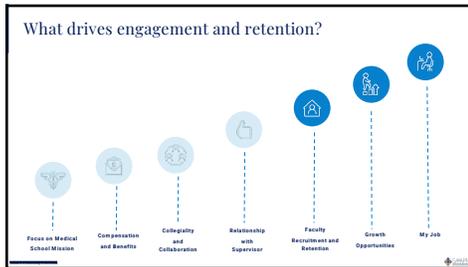
WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

21

| | | | |
|---|---|---|--|
| 1 | WHAT IS ENGAGEMENT? Provide a definition for engagement | 2 | WHY IS FACULTY ENGAGEMENT IMPORTANT? Highlight the relationships between engagement, diversity and retention |
| 3 | WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT? Highlight the relationship between work-life integration and engagement | 4 | PRESENT A MODEL FOR INCREASING ENGAGEMENT Describe how values-based career development can increase faculty engagement |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

22

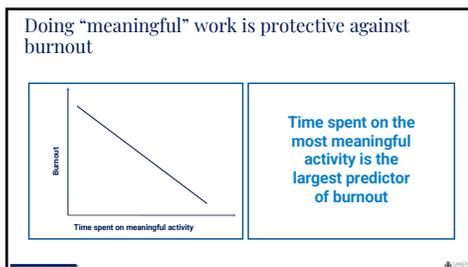


23

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do **what you believe is great work**. And the only way to do great work is to love what you do.”

 STEVE JOBS

24



25

| | | | |
|---|---|---|--|
| 1 | WHAT IS ENGAGEMENT? Provide a definition for engagement | 2 | WHY IS FACULTY ENGAGEMENT IMPORTANT? Highlight the relationships between engagement, diversity and retention |
| 3 | WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT? Highlight the relationship between work-life integration and engagement | 4 | PRESENT A MODEL FOR INCREASING ENGAGEMENT Describe how values-based career development can increase faculty engagement |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

26

| | |
|---|--|
| <p>1 WHAT IS ENGAGEMENT? Provide a definition for engagement</p> | <p>2 WHY IS FACULTY ENGAGEMENT IMPORTANT? Highlight the relationships between engagement, diversity and retention</p> |
| <p>3 WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT? Highlight the relationship between work-life integration and engagement</p> | <p>4 PRESENT A MODEL FOR INCREASING ENGAGEMENT Describe how values-based career development can increase faculty engagement</p> |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

27

Model for Boosting Faculty Engagement

- 1 **VALUES**
What matters most to self
- 2 **HABITS**
Daily behaviors and skills
- 3 **SYSTEMS**
Tools, structures and culture

28

Model for Boosting Faculty Engagement

- 1 **VALUES**
What matters most to self
- 2 **HABITS**
Daily behaviors and skills
- 3 **SYSTEMS**
Tools, structures and culture

29

Model for Boosting Faculty Engagement

- 1 **VALUES**
What matters most to self
- 2 **HABITS**
Daily behaviors and skills
- 3 **SYSTEMS**
Tools, structures and culture

30

What are Values?

YOUR JUDGMENT OF WHAT'S IMPORTANT AND WHAT IS WORTHWHILE

PERSONAL LIFE SCALE
Values are principles or standards that weigh heavily on your personal life scale

COMPASS

- Establish boundaries - know what to say "yes" to and what to say "no" to
- Craft our personal and professional goals

PRIORITIZATION AND INTERACTION OF OUR VALUES DIFFERS

31

“Values are like fingerprints. Nobody's are the same, but you leave 'em all over everything you do”

ELVIS

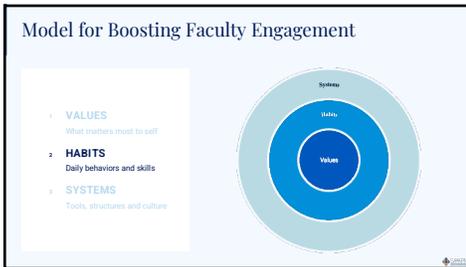
32



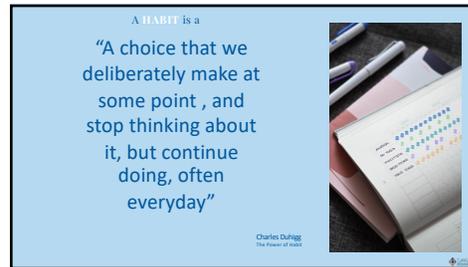
33



34



35

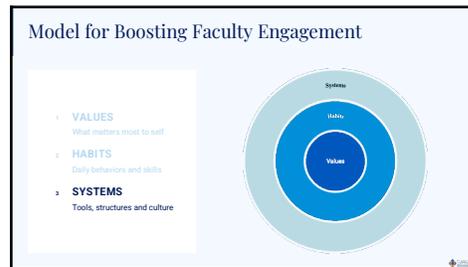


36

Forming better habits is essential to do meaningful work

- What behaviors and skills does a junior researcher need to become highly funded and published?
- What behaviors and skills does an educator need to become an expert on medical education?
- What behaviors and skills does a clinician need to become recognized for their clinical expertise?

38



39

Slide 40 features a dark blue background on the left and a light blue background on the right. On the left side, there is a person icon and a list of items: Coaching, Structured & purposeful mentoring (with sub-points: Traditional, Peer mentoring), and Time/project management training. On the right side, there is a building icon and a list: Culture (with sub-points: Ongoing conversations & checkins, Reviews, Emails & meetings) and Structure. A small logo is in the bottom right corner.

40

Slide 41 features a dark blue background on the left and a light blue background on the right. On the left side, there is a person icon and a list with one item: Coaching. A small logo is in the bottom right corner.

41

Slide 42 features a black and white photograph of tennis player Serena Williams on the left, holding a tennis racket. To the right of the photo is a dark blue background with the text "Even Serena needed a coach!" in white. A small logo is in the bottom right corner.

42

Slide 43 features a white background with the title "Everyone should have a coach!" at the top. Below the title are two blue speech bubbles. The left bubble contains the text: "Coaching done well may be the most effective intervention designed for human performance." The right bubble contains the text: "It's not how good you are now; it's how good you're going to be that really matters." Below the speech bubbles, the name "Abul Gwande" is written. A small logo is in the bottom right corner.

43

Slide 44 features a dark blue background on the left and a light blue background on the right. On the left side, there is a person icon and a list of items: Structured & purposeful mentoring (with sub-points: Traditional, Peer mentoring). A small logo is in the bottom right corner.

44

Slide 46 features a dark blue background on the left and a light blue background on the right. On the left side, there is a person icon and a list with one item: Time/project management training. A small logo is in the bottom right corner.

46

Culture

- Ongoing conversations & checkins
- Reviews
- Emails & meetings

47

Ongoing Conversations that can Shape Engagement

- 1 How would you like to grow within this department?
- 2 Do you feel a sense of purpose in our job?
- 3 What do you need from me to do your best work?
- 4 What are we currently not doing as a department that you feel we should do?
- 5 Do you have the opportunity to do what you do best every day?

48

Culture

- Ongoing conversations & checkins
- Reviews
- Emails & meetings

Structure

53

| | |
|---|--|
| <p>1 WHAT IS ENGAGEMENT? Provide a definition for engagement</p> | <p>2 WHY IS FACULTY ENGAGEMENT IMPORTANT? Highlight the relationships between engagement, diversity and retention</p> |
| <p>3 WHAT ARE THE DRIVERS OF FACULTY ENGAGEMENT? Highlight the relationship between work-life integration and engagement</p> | <p>4 PRESENT A MODEL FOR INCREASING ENGAGEMENT Describe how values-based career development can increase faculty engagement</p> |

WORK THAT MATTERS
INCREASING FACULTY ENGAGEMENT BY CULTIVATING A SENSE OF MEANING AT WORK

54

Our values are our compass. They direct our personal and professional goals.

When we can express our full selves and align our work with our values, we become more engaged and fulfilled in the workplace.

Values based engagement and career development allows faculty to bring their whole selves to work, and it leads to a more committed, satisfied and productive faculty member.

55

“Success is liking yourself, liking what you do, and liking how you do it.”

© martha.kenney@duke.edu
 www.linkedin.com/in/kenneyrmd
 www.timelettertoday.com

56